

## **BIOLOGY DEPARTMENT POST-TENURE REVIEW GUIDELINES**

**ALL FACULTY MUST MEET THE CONTRACTUAL RESPONSIBILITIES DEFINED IN THE *HANDBOOK* AND ADHERE TO ALL POLICIES AND PROCEDURES SET FORTH IN THE *HANDBOOK* AS A PREREQUISITE TO SUCCESSFUL POST-TENURE REVIEW.**

### **TEACHING**

Effective teachers typically maintain high academic standards, prepare students for professional work and development, facilitate student achievement, and provide audiences for student work. Some might add that the best teaching transmits specific skills or enhances talents that students possess, while others would note that good teaching develops habits of mind or provides models of scholarly, scientific, artistic or professional behavior and inquiry much more important than particular information. Faculty typically aspire to a number of other civic purposes in the classroom that may also include encouraging their students to long for the truth, to aspire to achievement, to emulate heroes, to become just, or to do good, for example.

Meets Standards:

Specific examples of “Meets Standards” in teaching for the post-tenure review candidate:

- 1- Courses are kept current and new materials are added to courses such as the adoption of a new textbook, preparation of new study guides, bibliography/reading lists for classes, or the development or revisions to other handouts, demonstrations, laboratory activities or websites; AND
- 2- Provides students with timely qualitative and quantitative feedback to help the students master the material through creating assignment rubrics, specific and detailed learning objectives, clearly communicated expectations and assessment information in the course syllabi, and uses assessments that require critical thinking/problem-solving skills on the part of the student; AND
- 3-Expands on content knowledge through self-study and scholarly activities listed below to improve courses, along with continued course improvement based on assessment results and student feedback; AND
- 4-Receives SRI's that are near the prefix average for same level course for the majority of his/her courses during the review period; AND
- 5- Advises students in the Biology major and minor; is available for advising through e-mail, telephone and in-person meetings during office hours; provides up-to-date and accurate advising information and/or actively seeks out answers to unknown advising issues or refers the student to the appropriate office/person; interprets CAPP reports; and documents advising activities (e.g. in Banner Tracking or BRM).

Needs Improvement:

The post-tenure review candidate does not produce the minimum amount of work that is needed in “Meets Standards” for teaching as described above.

### **SCHOLARLY ACTIVITIES**

Scholarly and creative activities are disciplinary or interdisciplinary expressions or interpretations that develop ideas, frame questions, create new forms of representation, solve problems, or explore enduring puzzles. Purposes include, but are not limited to, the following: advancing knowledge or culture through original research or creative activities; interpreting knowledge within or across disciplines; synthesizing information across disciplines, across topics, or across time; aiding society or disciplines in addressing problems; or enhancing knowledge of student learning and effective teaching.

#### Meets Standards:

The successful post-tenure review candidate must accomplish two of the following examples during the review period for a rating of “Meets Standards” in scholarly activities:

1-Disseminating creative works to a professional or governmental organization through presentations, seminars, broadcasts or publications; OR

2-One or more pedagogical creative works accepted for publication or presentation; OR

3-Writing, revising or reviewing a textbook, or a discipline-related book or film; OR

4-Contributing to the publication of ancillary textbook/lab manual materials (testbank, solutions manual, software, illustrations) in his/her professional field; OR

5-Evidence of ongoing and significant scientific research, especially research involving students,

6- Writing grants to outside agencies; OR

7- Upgrading of their education through post-graduate training – either private or academic, including continuing education related to his/her professional expertise and teaching assignments; OR

8- Obtaining a new degree, renewing or obtaining licensure or specialty certification related to his/her professional expertise and teaching assignments; OR

9-Attending several professional or pedagogical conferences to improve teaching expertise and pedagogy; OR

10-Consulting activities in candidate’s professional area to educational or professional groups or for the federal government or other regional, national or international level organizations.

#### Needs Improvement:

The post-tenure review candidate does not produce the minimum amount of work that is described as “Meets Standards” for scholarly activity above.

### **SERVICE**

Faculty engage in service when they participate in the shared governance and good functioning of the institution; service to the institution can be at the program, department, school, or college level. Beyond the institution, faculty engage in service when they use their disciplinary and/or professional expertise and talents to contribute to the betterment of their multiple environments, such as regional communities, professional and disciplinary associations, non-profit organizations, or government agencies.

#### Meets Standards:

Specific examples of “Meets Standards” in service for the post-tenure review candidate:

1-Actively and regularly contributes to ongoing department, school or college-level committees through which a significant amount of time and effort are spent in shared governance.

AND

- 1-Actively and regularly contributes unpaid service to the community and/or professional organizations that bring recognition to Metropolitan State College of Denver or the faculty member's professional discipline through *pro bono* consultations, serving as a community or professional organization board member, organizing a professional conference, participating in ongoing K-12 activities, or presenting seminars for community or civic groups; OR
- 2-Holds a leadership position on a significant and ongoing committee or serves as a coordinator or director of a special project at the department or other level; OR
- 3-Actively serves as a faculty supervisor to an ongoing student group requiring continued guidance; OR
- 4-Mentors new faculty (full time or part time) who are teaching a new course for the first time and require a heavy time commitment; OR
- 5-Serves on the Faculty Senate and Faculty Senate committees; OR
- 6-Takes leadership in a special project benefiting the department, school, college or professional community such as writing narratives for program review, coordinating ordering or moving, coordinating and overseeing several labs, ongoing training and supervising several work study students or teaching assistants; OR
- 7- Provides ongoing public relations efforts on behalf of the College; OR
- 8-Takes over classes for colleagues for a significant period of time.

Needs Improvement:

The post-tenure review candidate does not produce the minimum amount of work that is described as "Meets Standards" in service above.